2021 BYOD iPAD GUIDE

Year 3 to 6 Students

ASHBY PRIMARY SCHOOL

ASHBY

A comprehensive guide for parents and families.

Setting The **Scene**

Welcome to the 2021 Ashby PrimarySchool BYOD iPad Guide.

This guide has been designed to support our families in developing key understandings regarding our BYOD program as well as to offer key supports and information that may be of assistance.

Why BYOD?

"This isn't the time to use technology to refine the model we had before; this is a time to harness technology to let children go as far and as fast as they want."

Professor Stephen Heppell

The centrally driven and supported model for the supply of technology resources in education, and in particular within Australia, is no longer a model which can meet the demands of teachers and students. At Ashby Primary School, we value the rich, engaging and purposeful learning experiences that tightly integrated interactions with technology brings. The promotion and advancement of this integration is core to our school's educational movement towards a curriculum that is driven by digital technology integration and encouraged through 21st Century pedagogies.

To support this thinking we have developed a Digital Learning Vision and set of Digital Learning Achievement Outcomes. Each of these lends itself towards Ashby becoming a 'beacon' setting that caters for all learners and their educational, social and emotional growth whilst embedding core contemporary practices in all learning and teaching programs.

Digital Learning Vision

Ashby Primary School endeavours to cater for all students and their learning by delivering a curriculum that is engaging, relevant and that focuses on contemporary trends in education. The adoption and effective integration of various digital technologies provides students and staff with the capacity to personalise learning, transform teaching, and create innovative practices that directly impact on student achievement. Through these experiences, students will be empowered to leverage their own voice and agency to undertake deep learning opportunities that encourage collaboration, creativity, critical thinking, innovation and independence.

The Ashby Primary School Digital Learning Achievement Outcomes are derived from Apple Education's 5 'Elements of Learning', as shown below.

Digital Learning Achievement Outcomes.

Teamwork

Communication and Creation

Personalization of Learning

Critical Thinking

Real-World Engagement

1.TEAMWORK: *Students at Ashby Primary School will utilise technology to collaborate that supports and encourages growth in their learning. They will work within groups, develop and create shared products and problem solve using technology based solutions through joint reasoning.*

2. COMMUNICATION AND CREATION: *Students will look to create products to demonstrate their knowledge, thoughts and beliefs whilst paying close attention to the intended audience. They will select their means of expressions through developing the right medium for the right audience. Students will learn about and use the principles of design when creating their products.*
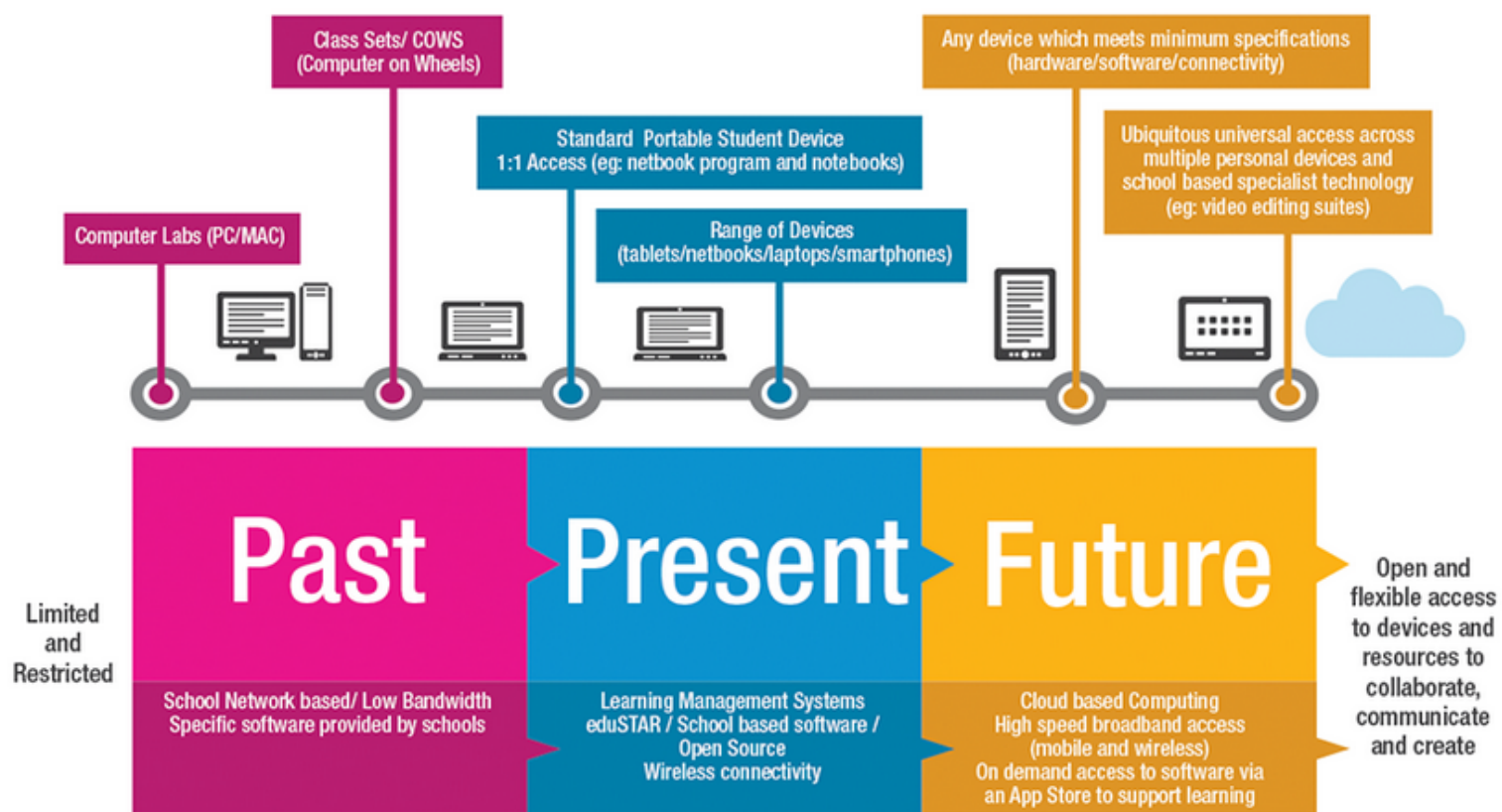
3.PERSONALISATION NOF LEARNING: *Students will use the technology that they have access to to vary the ways in which it is used to support their learning needs and style. Students will be given significant choice in how they use technology and make 'best fit' choices based on need. Equitable access to technology will additionally allow all students to engage with all learning opportunities that are presented to them.*

4. CRITICAL THINKING*: Students will develop and use structured critical thinking skills (analysis, interpretation, synthesis, evaluation, or solution generation) to address challenges presented and to find solutions to questions posed via digital means. Students will use these strategies and skills when engaging in main activities as set by the teacher and use their intellectual independence for solving problems that require solutions.*

5.REAL-WORLD ENGAGEMENT: *Students will, where possible, seek to connect realistic examples to academic concepts being learnt. They will apply their digital learning skill set too engaging in realistic tasks through being immersed in real world learning and engagement. Learning opportunities focused authentic work will allow students to undertake relevant and meaningful tasks where explicit links are made between the task, the learning being undertaken, and real world examples.*

To support students to engage and act within the 5 elements of learning, the rubric below may be utilised by classroom teachers to support individual development and growth.

Elements	Not Evident	Low	Medium	High
Teamwork	Students do not work in pairs or small groups; they complete their work on their own.	Students participate in group work on academic content, processes, or products.	Pairs or groups of students create a shared product or participate in joint reasoning regarding significant issues or aspects of the work.	Pairs or groups of students create a shared product and participate in joint reasoning regarding significant issues or aspects of the work.
Communication and Creation	Students are not required to express what they know or think in a concrete product.	Students create products to express what they know or think.	Students create products to express what they know or think with one or two of the following features: students select their means of expression, students design their expression for a particular audience, or students must attend to principles of design.	Students create products to express what they know or think with all three of the following features: students select their means of expression, students design their expression for a particular audience, and students must attend to principles of design.
Personalization of Learning	Learning activity remains uniform for all students.	Learning activity incorporates one aspect of personalization: variation in task, significant student choice, or equitable access.	Learning activity incorporates two of the following aspects of personalization: variation in task, significant student choice, or equitable access.	Learning activity incorporates all three aspects of personalization: variation in task, significant student choice, and equitable access.
Critical Thinking	Students do not participate in critical thinking; instead, they focus on work with known solutions or procedures.	Students participate in some critical thinking, but it is not the main activity of the lesson.	Critical thinking is the main activity, but students do not have intellectual independence; they are mainly following directions.	Critical thinking is the main activity, and students have significant intellectual independence.
Real-World Engagement	Students do not have opportunities to connect their learning to the real world. Tasks are centered solely around their academic purpose and context.	A realistic example provides the context for students' academic work.	Students' academic work involves immersion and active engagement in a real-world setting, or they complete a realistic task that someone might do in the real world.	Students engage in an authentic task in a real-world setting, with real-world purpose and impact.

Past — Limited and Restricted

- Computer Labs (PC/MAC)
- Class Sets/ COWS (Computer on Wheels)

School Network based/ Low Bandwidth Specific software provided by schools

Present

- Standard Portable Student Device 1:1 Access (eg: netbook program and notebooks)
- Range of Devices (tablets/netbooks/laptops/smartphones)

Learning Management Systems eduSTAR / School based software / Open Source Wireless connectivity

Future

- Any device which meets minimum specifications (hardware/software/connectivity)
- Ubiquitous universal access across multiple personal devices and school based specialist technology (eg: video editing suites)

Cloud based Computing High speed broadband access (mobile and wireless) On demand access to software via an App Store to support learning

Open and flexible access to devices and resources to collaborate, communicate and create

At Ashby we know that student learning will not not solely improve achievement outcomes due to technology adoption. It is about advancing our students as learners and individuals and ensuring that they are developing associated skills that will see them contribute to society in a meaningful and positive way.

The success of our technology and digital integrations will increase when we keep student learning at the coal face. Digital technologies are encourage and support student learning and cater for individuals and their needs in many positive ways, but ultimately the technology is only an enabler.

The New Media Consortium, an international, not-for-profit consortium of more than 250 colleges, universities, museums, corporations, and other learning-focused settings who are dedicated to the exploration and use of new technologies, release annually their "K-12 Horizon Report".

The impact of emerging technologies demonstrated through the research that has been conducted via the New Media Consortium states that; *"BYOD has profound implications for K-12 education because it creates the conditions for student-centred learning to take place".*

We are seeing a transformation the world over in all levels of education that are now embracing technology adoption and integration for the betterment of student learning and growth.

By adopting a BYOD program, Ashby Primary School will empower it's students by giving them direct involvement

"New technologies are dramatically changing early childhood education in the 21st century, as well as the face of childhood itself. Access to new technologies – in the western world at least – provide young children with a myriad of possible activities and explorations that were not possible even a few years ago."
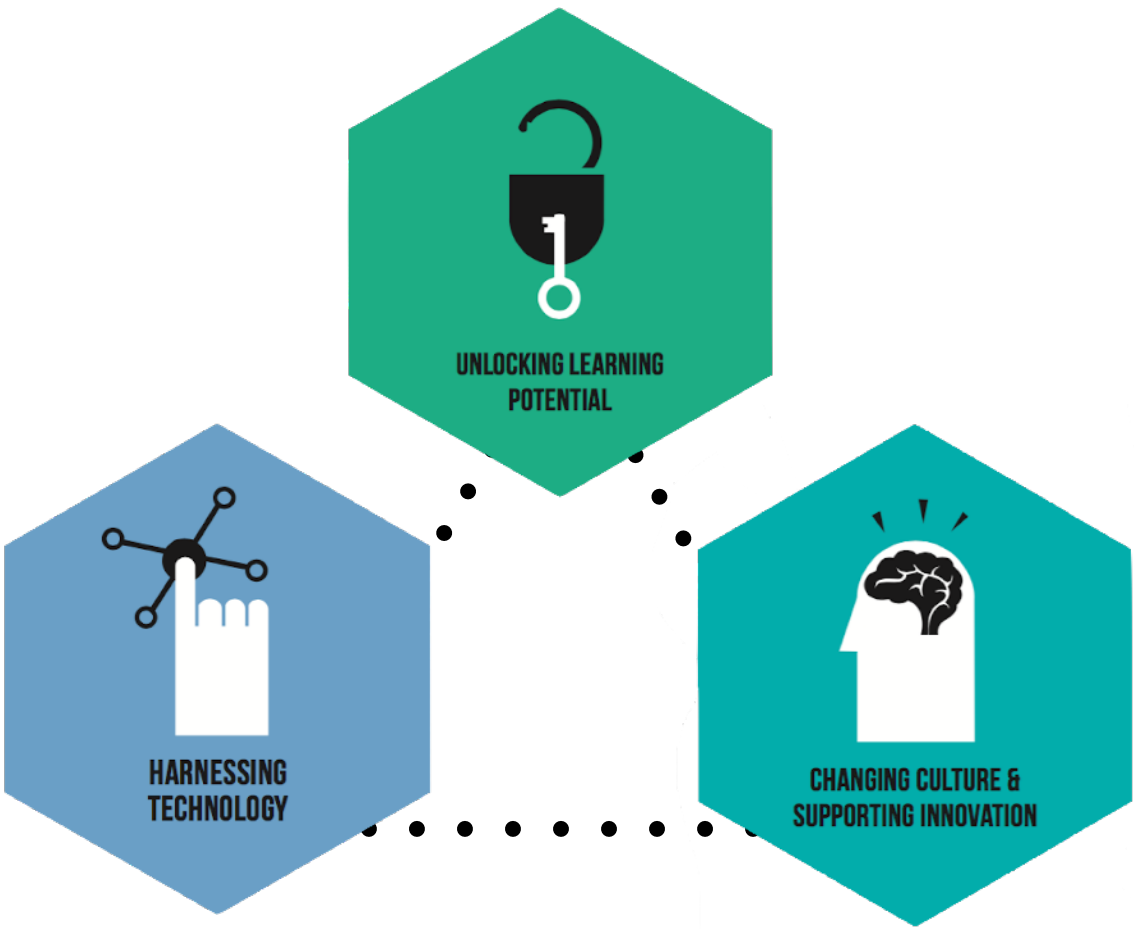
Professor Nicola Yelland

Ensuring **Success**

Digital technologies offer unprecedented access to quality educational content, resources and tools.

Vic DET Paper - Unlocking Potential, 2014.

In adopting a BYOD Program at Ashby, we know supports need to be implemented to ensure the program is successful and the rationale and aim behind it are also. Our students and wider school community need to be appropriately supported as emerging technologies world wide are continuing to be developed and shape they way in which students learn, and educators deliver a viable and rich curriculum.

The support framework outlined below, derived from DET's "Unlocking the Potential: A digital learning strategy for Victorian learning and development settings", has been adopted and modified to ensure a the BYOD Program implemented has a direct impact on student learning, builds teacher capabilities and capacity to teach with technology acting as a support means, and de- vice allocation. These areas are;

UNLOCKING LEARNING POTENTIAL	HARNESSING TECHNOLOGY	CHANGING CULTURE & SUPPORTING INNOVATION
Improving curriculum, pedagogy, and assessment. Supporting, extended and re-imagining what digital technologies make possible and how student learning can be directly impacted.	*Strengthening leadership, capacity in all staff, and building and promoting an evidence-based practice to ensure that technology adoption has a positive impact on learning and engagement.*	*Ensuring access and connectivity for all students. Optimising learning by leveraging the technology environment to deliver flexible options, and providing practical advice to inform local ICT investment and planning decisions.*

According to Professor John Hattie and his work "Visible Learning: A synthesis of over 800 meta-analyses relating to (student) achievement, 2008", he found that computer and technology aided instruction had the following positive impacts;

1. ***The use of computers is more effective when there are multiple opportunities for learning (e.g., deliberative practice, increasing time on task)***

2. ***The use of computers is more effective when the student, not the teacher, is in "control" of learning***

3. ***The use of computers is more effective when peer learning is optimised.***

In addition to the above, more recent research out of the United States in 2017 from Dr. Ruben Puentendura has found that if teachers 'transform their pedagogy using technology, which basically means they look towards changing the way that they teach whilst using technology, then we can see massive gains in student learning and growth, as highlighted by the graphic below:

The image shown below highlights the extremely large positive impact using technology can have on student learning.

Puentedura's (2017) analysis of Tamim, et al., (2015) and Pearson, et al. (2005)

When technology is effectively used to support teaching and learning, it is possible to see upwards of 4 years additional learning growth in a single school year. Image courtesy of Dr. Chris Blundell, QUT.
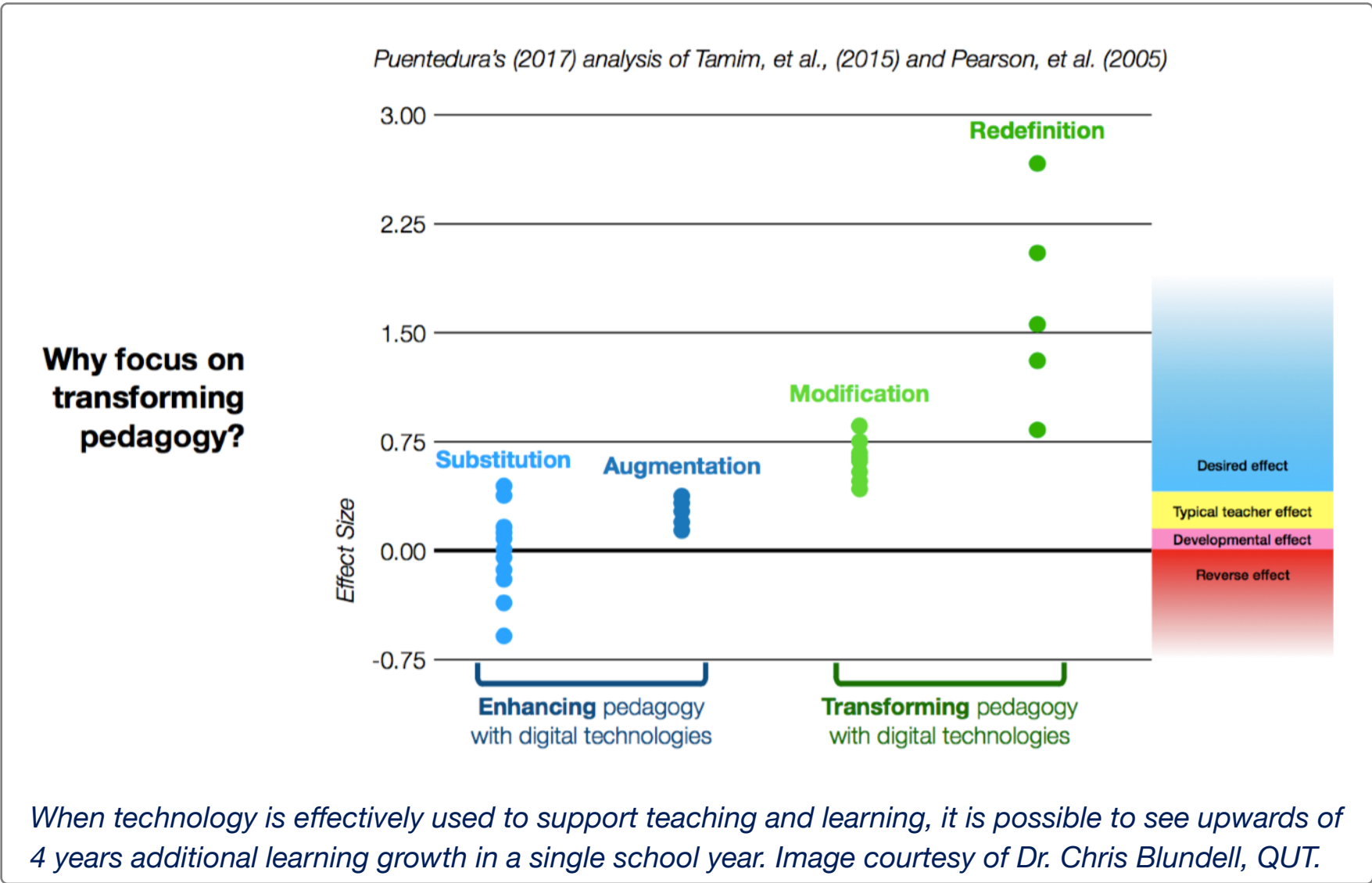
These findings only add further evidence to our BYOD journey and the positive impacts that technology integration can bring when married with high quality practice that is already in place.

Further more, we will continue to look towards other, more diagnostic means and data sets that will support continued transition to the 1:1 technology space and investigate the impact that the BYOD program will have on our students and their learning. As an example, we will use the following;

- *Informal feedback given by stakeholders in multiple formats; i.e. conversations, feedback forms, submitted notes;*

- *Formalised feedback via surveys and questionnaires that have been developed for staff and the parent community;*

- *DET Surveys such as the AtSS (Attitude to School Survey), with a focus upon the following domains;*

  - ***Social Engagement;***

    - *Student Voice and Agency*

  - ***Learner Characteristics and Disposition;***

    - *Motivation and Interest*

  - ***Effective Teaching Practice for Cognitive Engagement***

    - *Stimulated Learning*

- *Student iPad/BYOD Perception survey;*

- *Data taken from our Google App's for Education (G-Suite) Domain to determine the amount of data being created, shared, and collaborated on.*

BYOD iPad Program Specifics

At Ashby Primary School we wish to provide a learning environment for all students that is stimulating, caters for their learning needs, and promotes a curriculum that is rich, engaging and purposeful within a 21st Century context.

A large part of this is ensuring that we as a school are consistently thinking about contemporary teaching and learning practices and how these models of teaching and learning can best support our students.

As outlined, Ashby is committed to providing its students with the best access to learning technologies and digital learning experiences. Our 1:1 BYOD iPad program will cater for all students in years 3 to 6 by supporting current curriculum programs in a digital context.

Victorian Department of Education 1:1 research states that the iPad, as a device, has functionality and features that enhance its use as an effective and engaging learning tool. Findings were;

- *The iPad is easy to use. It is intuitive and users of all ages and abilities (including children with learning difficulties) do not require special training or professional learning on how to turn it on, navigate through and use apps, and maintain the iPad (i.e. charge and sync the iPad, update apps).*

- *The touch-interactive flat screen tablet with pinch in/pinch out functionality provides students with autism, ADHD, Asperger's, visual disabilities and poor fine and gross motor skills with more efficient access to effective learning opportunities.*

- *High speed access to online information enables more self-directed learning and rapid access to a fast-growing market of relevant and regularly updated educational apps.*

- *Portability enhances collaboration between students and communication between students and teachers, increases parental engagement in learning and strengthens home-school connections.*

Safe and Acceptable Use

At Ashby Primary School we have developed a number of policies that underpin digital technology use. These are;

- *BYOD Policy;*

- *Internet Acceptable Use Policy;*

- *Social Media Policy;*

- *Cybersafety Policy.*

Additionally to this, Ashby PS also has DL-AUA's (Digital Learning Acceptable Use Agreements), which outline specific behaviours and expectations behind what we are wanting to to explicitly see from students and the wider community when engaging in online or offline activity. All students and their parents/caregivers are required to sign and return this document.

Parents/Caregivers Responsibility

We ask that parents/caregivers;

1. *Create or provide access to an Apple ID for students to install apps. We strongly recommend that a new Apple Id is created for your student that YOU as the parent / caregiver manage. This will allow students to download applications as needed, with the capability of you seeing what is being downloaded.*

2. *Enable parental restrictions*

3. *Discus with their students about how they are using their iPad at school and ask to see examples of how it is being used.*

4. *Speak with your child's teacher if you have ANY concerns.*

Expectations of Students

As part of Ashby's BYOD iPad Program, and as outlined in the 'Digital Learning Acceptable Use Agreement', we expect students to;

1. *Use their devices in a responsible and appropriate manner;*

2. *Bring their device to school fully charged;*

3. *Adhere the school's ICT Acceptable Use Policy;*

4. *Report any behaviour that is not in line with the school's Digital Learning Acceptable Use Agreement;*

5. *Place their device in a designated area within their classroom when the devices are not in use to help protect their device and work report any damages that may occur to their teacher immediately use the internet in a safe and responsible manner;*

6. *Report any inappropriate or offensive material to their teacher immediately;*

7. *Respect and look after all devices, including their own, other students' and the school's;*

8. *May not use their devices to record sound, moving image or photograph, images or video of any persons unless otherwise asked to by a teacher, and ONLY with the persons permission.*

Inappropriate Content on Personal Devices

As per the Ashby Primary School Digital Learning Acceptable User Agreement and associated policies, all students are expected to adhere to the content of these documents at all times. If teachers and/or students are made aware of inappropriate content on personal devices, parents will be contacted and/or the necessary steps will undertaken as outlined in the relevant policies.

Equity and Access

Ashby Primary School understands that a BYOD Program may place financial stress on families. For families whom this affects, Ashby will have a bank of devices available which will provide access for students at school to the technology. These devices will be available to use during school hours but will not be sent home with children.

Ashby Primary School WiFi

All students will have their devices connected to school WiFi network. This network is filtered and restricted using the Department of Education's internet filtering services. As a school we do ask that parents and caregivers take the time to speak with their children about online content and what you as a family deem to be appropriate and not.

As a school, we have a goal to educate all students about appropriate online behaviour at all times and not simply restrict access to as much as we can because we can. The education of cybersafety and online behaviour is far more important than simply restricting access to specific online environments.

The Device - The Apple iPad

The iPad as a device to support our BYOD Program was selected due to the following;

1. *Mobility and size;*

2. *Ease of use;*

3. *hardware and reliability;*

4. *Applications offered (750,000 - 170,000 dedicated to education);*

5. *Ability to be used in online and offline situations;*

6. *Versatility - it's an eReader, a camera, a movie/film production device, a writing and authoring tool, a programming and coding device, a music creation machine, an animation studio, a research assistant, presentation tool, and...;*

7. *A second, third, or fourth teacher... (iTunesU);*

8. *The ability for parents/caregivers to restrict functions on the device;*

9. *The Apple iPad iOS and it's accessibility features. There is no other device that caters for learners with a disability like the iPad. More information regarding this can be found here:* http://www.apple.com/au/accessibility/ipad/

For more information on how the iPad is transforming education and student learning, visit: http://www.apple.com/ca/education/ipad/

Please note; that the Apple iPad is the only BYOD approved device for use in years 3-6. Many of the learning activities and tasks are based around applications specifically designed for use on the iPad.

Setting Up an iPad Device

To set up an iPad device, turn it on and follow the Setup Assistant as prompted. The onscreen directions in the Setup Assistant will guide you through the process, including:

• *Connecting to a Wi-Fi network*

• *Signing in with or creating a free Apple ID*

• *Setting up iCloud*

• *Turning on recommended features, such as Location Services and Find My iPad.*

For more information on setting up an iPad device please visit:

https://support.apple.com/en-au/HT202033

Apple ID.

An Apple ID is the user name for an Apple account that lets the user access Apple services such as the iTunes Store, the App Store, and the iCloud services. Users only need one Apple ID account to access all of Apple's features as listed. Please note that there may be charges for other services that you choose to use or purchase. I.e. extra iCloud storage.

If you have already created an Apple ID for your child, or they already have one, use this when you first set up iPad, and whenever you need to sign in to an Apple service. If you don't already have an Apple ID, you can create one now, or later when you're asked to sign in.

Please note: Individuals are required to be 13 years or older to have their own Apple ID Account. If students have their own and are younger, then is deemed to be a breach of Apple's Terms and Conditions.

In saying this, it is possible for students under the age of 13 to have their own Apple ID however this has to be created through setting up **Family Sharing.**

The iPad will require access to an iTunes account. iTunes accounts can be created without requiring credit card details and Ashby Primary School advises all parents and caregivers to use prepaid iTunes vouchers/cards when setting up accounts for for the first time. We advise that the student's Ashby Primary School email address is used when setting an account, if, a shared family account is not being used. This way students are able to download applications at school whilst still keeping parents and or caregivers informed of what is being downloaded.

Instructions for opening an iTunes store account can be found at: *https://support.apple.com/en-au/HT204316*

While we will use free applications wherever possible to support learning, students may also need to download a small number of paid apps for their schoolwork. Again, we strongly suggest this is done through the use of prepaid iTunes vouchers/cards. What applications are needed will be released in Term 1, 2019.

Please note that when setting up an Apple ID using an iPad, you will find that you are required to enter some credit card details (this is NOT the case if creating an Apple ID on a computer). Some parents may not want to provide this information. Whilst you are able to remove it after the account has been set up, it is possible to set up new accounts without the use of a credit card.

Family Sharing

Family sharing is a powerful feature used to assist parents in keeping track of how their children are using their iPad devices as well as having control as to what applications are on there as well as what their children have access to.

If as a parent/guardian you have more than one child with an iPad device we strongly encourage you to look in to setting up Family Sharing.

Moe information on Family sharing can be found here:

https://support.apple.com/en-au/HT201060

2021 Purchase and Pricing Information

To support parents and caregivers in being part of this program, the following options for purchase are outlined below. Please note that if families currently have an iPad device that meets the school's minimum requirements (refer below) we fully endorse this device being used to support your child's learning, so there is no need to purchase a new device.

1. ***The Self Purchase Option 1***

Parents may elect to purchase an Apple iPad through their preferred retailer such as Harvey Norman, JB Hi-Fi, Kmart, etc. It is also worth investigating Apple Australia's refurbished iPad devices, which are sold at a lower price. These are devices that have been returned to Apple, for whatever reason, checked over, given a 12mth warranty as per a new device, and sold to the public via the following link: http://www.apple.com/au/shop/browse/home/specialdeals

2. ***The Self Purchase Option 2***

Parents can access the School's online Portal, linked here: www.jbeducation.com.au/byod, which has been created via the JB HiFi Education Solutions Team. This will enable parents to customise their purchase and have devices delivered to the school, with the ability to also purchase extras such as covers, cases, etc. Please know that this is a credit card payment option only. The password to access this site is: ***ASHBYPS2021***

AppleCare+ for iPad

AppleCare+ provides up to two years of expert technical support and additional hardware coverage for iPad devices as well as Apple Pencils from Apple. AppleCare+ includes up to two incidents of accidental damage, each subject to a service fee of A$65 for iPad and A$45 for Apple Pencil. In addition you will also receive 24/7 priority access to Apple experts via chat or phone through getsupport.apple.com.

Please note. AppleCare+ is not an insurance coverage and does **not** include protection against loss or theft. Families who wish to insure their devices against loss or theft should check with their home and contents insurance provider.

To obtain AppleCare+, simply purchase this when purchasing your iPad device.

Apple iPad Minimum Specifications

To ensure BYOD devices are fully capable of doing what is expected of them whilst being used at school, we ask that as a **minimum**, all iPad devices adhere to the specifications below;

- Are able to run iOS 11 Operating System or greater;

- Minimum of 32GB storage.

- *Students may wish for a device that has a larger capacity, however, students will have complete access to upload work, documents and even photos to their school Google App's for Education Drive online. This space has unlimited online cloud storage.*

- Wi-Fi.

    - *Access to the school wireless network will be installed and available. Mobile Network connection is not necessary. E.g. 3G or 4G, however this is purely a parental choice.*

- Normal display (retina display is not necessary).

2021 BYOD Program Application List.

As we focus on students being creative, collaborative and critical thinkers at Ashby, teachers will offer guidance and advice to students in selecting the best applications that best suit the individual learning needs and learning styles.

The following applications listed have been selected as they are deemed to have had a high impact on student achievement and engagement in learning.
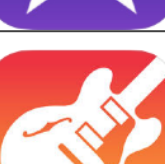
We want our students to not only have the core selected applications found in this chapter, but to also have the ability to facilitate their own application use through personal choice and teacher, peer and parental support.
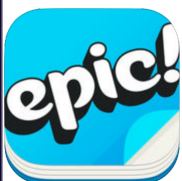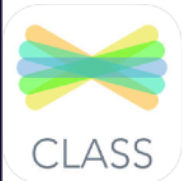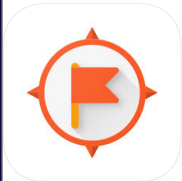
As such, we have selected 20 core applications for students to have on their devices. These have been selected as they will compliment the teaching and learning programs offered and to encourage creative, collaborative and critical thinking.

Following the core applications, we have listed 10 'optional' applications students may like to use to assist and support their learning.

As the year progresses, there will be times when we ask students in class to download applications that may be specific to a task or unit of learning. These will always be free applications. Any added applications that we believe students require that do have a cost associated, notification will be given to families to obtain the required application. However this will NOT be a frequent occurrence.

If you have any questions relating to the applications listed, please contact your child's teacher.

iPad Application Name	Icon	iPad Application Description	Cost
Google Drive		Student will engage with these application with the G-Suite for Education accounts that are created for them. This account will allow students to utilise the full suite of applications developed by Google. Students will be able to create, share and collaborate on documents, spreadsheets and slide presentations. All of these files are stored in Google Drive where students can share them with their teachers, family and peers, as well as access these documents and work on them from home.	Free
Google Docs			Free
Google Sheets			Free
Google Slides			Free
Google Classroom		Google Classroom makes it easy for students and teachers to connect inside and outside of school. Classroom allows teachers to create and distribute work, communicate and stay organised.	Free
Adobe Spark Post		A great app that merges text and images, either taken by the students or sourced elsewhere, to create designed graphics.	Free
Adobe Spark Video		A great video authoring application that focuses on students using their voice to create short, sharp, engaging videos.	Free
Adobe Spark Page		Adobe Spark Page allows students to create websites that are visual and highly engaging to view extremely quickly and easily.	Free
iMovie*		The premier film and video creation tool. Developed by Apple for apple devices, iMovie is the go to application for movie and film creation.	Free
Garage Band*		Garage Band turns the iPad device in to a high quality, touch based music machine. Students have access to multiple instruments and can create their own music.	Free
Keynote*		The premier application for the creation of slideshow presentations with excellent in built features.	Free

iPad Application Name	Icon	iPad Application Description	Cost
Stop Motion Studio		*This app allows students to create stop motion animated movies anywhere instantly on their device. Once created students can easily share their masterpieces with others.*	**Free**
Book Creator		*Book Creator is the simple, yet most powerful way, for students to author their own books and interactive texts.*	**$7.99**
Sphero Edu		*Sphero Edu is the app where students create, contribute, and learn with Sphero robots. Students go beyond code by incorporating unique STEAM activities to complete with the Sphero robot.*	**Free**
Pic Collage		*Pic Collage allows students to use multiple images to create high quality photo collages to demonstrate their learning and thinking.*	**Free**
QR Reader for iPad		*Allows students to scan QR codes taking them to specific content linked.*	**Free**
Epic!		*Epic! is the leading digital library for kids, where kids can explore their interests and learn with instant, unlimited access to 25,000 high-quality ebooks, audiobooks, learning videos, and quizzes!*	**Free**
See Saw		*This is a student driven digital portfolio where images and work can be uploaded so that learning and growth can be documented and shared.*	**Free**
Google Expeditions		*Using either VR or AR, students can be transported virtually to investigate and see the 7 wonders of the world such as investigating the Great Barrier Reef, from under the water!*	**Free**
Tayasui Sketches School		*Sketches is the most realistic, versatile and user-friendly sketching app designed for iPad allowing students to create amazing digital content to support countless leaning opportunities.*	**Free**
Minecraft for Education		*This is the DET Minecraft Education App. Students access this app by logging in via their DET School eMail address and gives access to many features that traditionally they would have to pay for.*	**Free**

Student iPad Expectations

Please note that the student iPad expectations below are currently in place however these are also being redeveloped to align to our TERRI Values. We will share the finalised document once complete.

FAQ’s.

The questions outlined below are to support your knowledge in developing a greater under-standing of our BYOD iPad program. If there are questions you would like answered that are not listed, please contact the school.

1. Which iPad Model should I get?

The choice of which iPad model you should purchase, if needing to do so, is a personal one. If you already have an iPad that is meets the schools minimum requirements, outlined in this chapter, then we strongly encourage that device to be brought to the school and be used as part of the BYOD program. Please note that BYOD is about harnessing current technologies already in the home and not having to purchase a new device.

The size of the device has found to have no impact on learning, but again, is a personal prefer-ence. You may like a full sized iPad device for the larger screen size or an iPad Mini for its ease of mobility. Please refer to page 16 for more information on device specifications.

2. What is an Apple ID?

According to Apple - "An Apple ID is your user name for everything you do with Apple: Shop the iTunes Store, enable iCloud on all your devices, buy from the Apple Online Store, make a reserva-tion at an Apple Retail Store, access the Apple Support website, and more."

Apple's Terms and Conditions state that users must be 13 years of age or older to have a personal Apple ID. This means that prior to 13 years of age, the Apple ID associated with a child's iPad is the parents'/caregivers' AppleID for that device, and not the student's.

Because of this, we ask parents/caregivers of children under the age of 13 to create and manage their child's Apple ID. It then becomes parental/caregiver choice as to whether to continue to manage their child's Apple ID once he/she turns 13 years of age.

3. My child already has an iPad. Can that be used instead of purchasing a new one?

Yes, Most Definitely.

We do however have system requirements (page 14 of this document) that need to be met to en-sure devices are fully operational with our School's WiFi network.

We also need to ensure the applications we select will work on a range of devices and will do so for some time.

4. If I choose not to purchase an iPad for my child, will they miss out at school?

Where parents/caregivers decline to participate in our BYOD program, we will do our best to provide students with access to an iPad device allowing them to complete planned learning tasks.

If however, we are unable to allocate a device for whatever reason, alternative, high quality learning tasks will be made available.

5. Do I need a case/cover to protect the device?

As they say, prevention is better than cure!

Although not compulsory, we very strongly recommend a case / cover for your child's device. The most common damages we see are screen cracks on iPad and although these can be repaired, we'd still not prefer to have the device broken in the first place.

'Survivor' and 'Otter Box' cases for iPad devices are excellent for protection yet are usually large and bulky.

Spend some time looking around at cases to see what fits best for your students needs. 'eBay' is a great places to find heavily discounted cases and covers.

A screen protector is also highly recommended. We also strongly recommend headphones.

6. How much work will be competed on the iPad and will the devices be used for Literacy and Numeracy?

We see the use of digital technologies as a 21st Century tool to support student learning and growth therefore the iPad devices will be accessed when required. Some days we may use it more than others and some days, perhaps not at all.

Teachers look for the best resources and tools to get the best out of our students. This includes the possibility of devices coming on external excursions.

7. What type of learning will students do on the iPads?

At Ashby, we place a heavy focus on students engaging in curriculum and quality tasks that promote deep learning, critical thinking and creativity. We want our students to be producers and not consumers and through their creativity, complete set tasks in ways that would not be possible without the technology.

The introduction of the Victorian Curriculum's Digital Technologies Curriculum will also support the use of the 1:1 iPads. Victoria now being the only State/Territory that is explicitly teaching coding, programming and computing concepts, from prep to year 6.

Another wonderful feature of the iPad is it's mobility. Teachers in Music, Phys Ed, Art, and LOTE will also now have access to students having their own 1:1 devices for the first time.

8. I don't agree with students having their own computing devices for school.

The use of digital technologies in the classroom can maximise learning opportunities. Students learn how to engage with the world around them, connect, collaborate, access information and acquire digital skills to participate in life and work.

As we know, personal devices are important learning tools. Research shows that there are many benefits to your child having a personal device. A sense of ownership creates a greater connection to using the device for learning, and students can learn anywhere and at any time in a way that suits their needs. I would encourage you to talk to myself about the educational value of the program.

9. What if my child's device is damaged whilst at Ashby?

Again, prevention is better than cure, however, as a school we will offer as much support as we can for physically damaged devices or issues relating to software.

We will also ensure that BYOD devices are looked after. This meaning for example, devices are stored away at break times, monitoring of ill handling and use, and so on.

If a device is damaged and that damage is deemed to be the fault of the student, then that is a cost that the family will have to incur. If Ashby anyway found to be liable, we will cover the cost of the repair and/or replacement of a device.

NOTE: The final decision for this to occur rests with the school Principals. We will not be liable for negligent behaviour, misuse, or a lack of duty of care on behalf of students and/or parents.

10. Are BYO devices covered by the school insurance policy?

In short, no.

The Department of Education does not carry accidental property damage insurance so families are encouraged to provide insurance coverage, where possible.

We can provide more information from the Department of Education if required.

11. How do I manage my child's usage at home?

Whilst educational use is the main function of the device it is also available for use at home however the family wishes - at the end of the day, it belongs to you. As mentioned, BYOD is built on

trust and responsibility – at school and at home. Students need to show that they are responsible users who can be trusted with the device.

Parents should set boundaries for where, when and for what purpose the device is used at home. Generally this will be in line with current boundaries already set for computer use at home (if applicable). If you are not comfortable with a school related task being done at home, then discuss this with your child's teacher.

If you wish to limit the use of the device at home, the iPad has a comprehensive selection of controls where access to the internet, messaging, App purchases and other functions can be restricted. We are more than happy to run you through this.

As also discussed in this guide, the setting up of "Family Sharing" is another great way of managing your child's use at home.

12. Will my child use their iPad at home for school use?

As the students, and teachers, skill sets and capabilities strengthen, so will the abilities for students to access their school work from home.

This may include, however is not limited to, students accessing their Google Drive to access projects and work, app related tasks and activities as part of potential homework, etc...

If you do not want your child to use their device at home for school work, where appropriate, alternate tasks will be developed.

13. Will my child be sharing their iPad device with other students?

We will not be asking students to share their devices with others and this will form part of our expected BYOD behaviours. As a school it is our responsibility to do as best we can to ensure all students have access to a device however if this cannot be achieved for whatever reason, then we will not ask devices belonging to students be shared.

14. How will the students Collaborate using their devices?

There will be ample opportunities for students to engage in highly rich tasks and activities that encourage and facilitate collaborative experiences. The use of the students Google App's for Education accounts allows for multiple students to be accessing and working within the one document as an example.

Other applications will also facilitate online and/or networked collaborative experiences.

15. How will devices be protected before and after school?

Prior to students entering classroom after the first bell at 8:50am, students will have a shared, safe space to place their school bags to ensure they are not damaged or treated poorly. This will be the same after school for students who are waiting to be picked up.

16. How much responsibility is placed on me as a Parent/Caregiver?

In the long term, as little as possible. We will be educating the students how to manage their devices and look after them as best they can. This included travelling with their device, charging their device, and managing it's storage and applications.

17. What happens if my students is involved in cyberbullying issues via Social Media?

If students are involved in any form of cyberbullying, appropriate steps will be taken as outlined in Ashby Primary Schools 'CyberBullying' and 'Internet Acceptable Use' policies, as well as our Digital Learning Acceptable Use Agreements. We ask students not have any Social Media apps on their iPad such as (but are not limited to);

- *Facebook*
- *Snapchat*
- *Musically*
- *tumblr*
- *Ask.FM*

These social media accounts require users to be older than 13 years in their Terms & Conditions. If these applications are noticed on a student's device, parental contact will be made. Please refer to our Social Media Policy for more information.

18. Can I enable restrictions on my child's iPad?

We would ask that all parents/caregivers enable parental restrictions on their child's iPad. For newer devices, this is done via the "Screen Time" section found in your settings.

Restrictions allows parents to restrict access to specific items on the iPad device such as the iTunes store, iBook Store, Installing apps, Deleting apps and In-App Purchases. Parents/Caregivers are also able to prevent students from listening to music and podcasts with explicit lyrics, and a number of other options. As a school, we would like a passcode set for restrictions to be shared with teachers to ensure learning is also not hindered by any restrictions. Teachers will be transparent with parents/caregivers about this if changes are needing to be made.

If you have questions that are not answered here, please contact the school. Thank you.

Family Support

Additional Resources

Apple are committed to helping parents and caregivers get the most from Apple technology. In this chapter you will find several resources via web links that may assist you manage the iPad device at home as well as at school.

As a school we would encourage you to investigate the use of Apple's Screen Time feature.

Screen Time is a feature of **iOS 12** that lets families know how much time children are spending on apps, websites and more. With Screen Time, parents can get real-time reports on how much time their student spends on an iOS device and set limits based on that information.

Using Screen Time on iPhone, iPad or iPod touch
Demonstration Guide for Schools.

https://support.apple.com/en-au/HT208982

Here are the settings that you can manage:

Downtime

Think of this as a nap for your screen time. When you schedule downtime in Settings, only phone calls and apps that you choose to allow are available. Downtime applies to all of your Screen Time-enabled devices, and you get a reminder five minutes before it starts.

App Limits

You can set daily limits for app categories with App Limits. For example, you might want to see productivity apps while you're at work, but not social networking or games. App Limits refresh every day at midnight, and you can delete them any time.

Always Allowed

You might want to access certain apps, even if it's downtime or if you set the All Apps & Categories app limit. Phone, Messages, FaceTime, and Maps are always allowed by default, but you can remove them if you want.

Content & Privacy Restrictions

You decide the type of content that appears on your device. Block inappropriate content, purchases, and downloads, and set your privacy settings with Content & Privacy Restrictions.

Find below links to Apple Support Pages which you may find informative and useful.

Official Apple iPad Support

https://support.apple.com/en-au/ipad

Setting Up Your iPad Device

https://support.apple.com/en-au/HT202033

iOS Tips and Help

https://support.apple.com/en-au/ios

Enabling Parental Controls on the iPad Device

https://support.apple.com/en-au/HT201304

Conclusion

As a school we wish to thank all parents, guardians and stakeholders who since the beginning of 2017 have supported Ashby in its quest to become a 1:1 BYOD school.

We have seen students and teachers transform the ways in which they learn and teach all thanks to the use of digital technology and the introduction of this program in-particular.

We have had our students enter competitions, present at state and national level teaching and learning conferences and be recognised for their efforts towards they ways in which they effectively use technology.

We will continue to drive and transform the ways in which students use the technology at Ashby have access to all for the benefits of their learning and growth.

Sincerely,

Mr. Corrie Barclay

Assistant Principal.

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